

## West Hartsville Elementary

214 Clyde Road  
Hartsville, South Carolina 29550

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | 4-6 Elementary School |              |
| <b>Enrollment</b>     | 359 Students          |              |
| <b>Principal</b>      | Kay Howell            | 843-857-3270 |
| <b>Superintendent</b> | Dr. Rainey Knight     | 843-398-5200 |
| <b>Board Chair</b>    | Mr. Warren Jeffords   | 843-326-5970 |

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0         | 15   | 60      | 35            | 1              |

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2002</b> | Below Average          | Below Average             | N/A                             |
| <b>2003</b> | Below Average          | Unsatisfactory            | No                              |
| <b>2004</b> | Below Average          | Below Average             | No                              |
| <b>2005</b> | Below Average          | Below Average             | No                              |

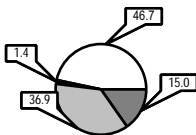
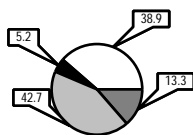
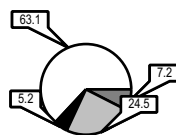
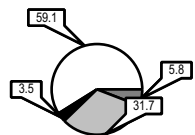
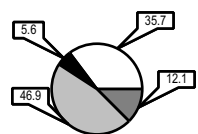
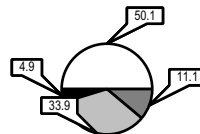
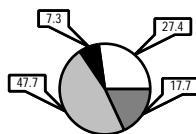
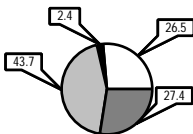
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 362   | 99.5            | 46.8                 | 36.8           | 14.9                | 1.4               | 23.3  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 188   | 99.5            | 47.0                 | 37.0           | 14.4                | 1.7               | 23.2  |                                      |  |
| Female   | 174   | 99.4            | 46.7                 | 36.5           | 15.6                | 1.2               | 23.4  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 109   | 100.0           | 32.1                 | 42.5           | 23.6                | 1.9               | 36.8  | Yes                                  | Yes                                    |
| African American   | 246   | 99.2            | 54.2                 | 34.3           | 10.6                | 0.8               | 16.5  | Yes                                  | Yes                                    |
| Asian/Pacific Islander   | 2   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Hispanic   | 5   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 289   | 100.0           | 43.4                 | 38.4           | 16.5                | 1.8               | 26.5  |                                      |  |
| Disabled   | 73  | 97.3            | 60.9                 | 30.4           | 8.7                 | 0.0               | 10.1  | No                                   | Yes                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-Migrant  | 362   | 99.5            | 46.8                 | 36.8           | 14.9                | 1.4               | 23.3  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 1   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 361   | 99.5            | 46.8                 | 36.8           | 14.9                | 1.4               | 23.3  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 280   | 99.3            | 50.9                 | 36.1           | 12.3                | 0.7               | 19.0  | Yes                                  | Yes                                    |
| Full-pay meals   | 82  | 100.0           | 32.9                 | 39.2           | 24.1                | 3.8               | 38.0  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 362 | 100.0 | 38.7 | 43.0 | 13.2 | 5.2  | 26.9 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 188 | 100.0 | 34.8 | 44.2 | 16.6 | 4.4  | 29.8 |     |     |
| Female   | 174 | 100.0 | 42.9 | 41.7 | 9.5  | 6.0  | 23.8 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 109 | 100.0 | 19.8 | 43.4 | 25.5 | 11.3 | 45.3 | Yes | Yes |
| African American   | 246 | 100.0 | 47.3 | 43.5 | 7.6  | 1.7  | 17.7 | Yes | Yes |
| Asian/Pacific Islander                                   | 2   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic   | 5   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 289 | 100.0 | 32.6 | 46.2 | 14.7 | 6.5  | 31.2 |     |     |
| Disabled   | 73  | 100.0 | 62.9 | 30.0 | 7.1  | 0.0  | 10.0 | No  | Yes |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-Migrant  | 362 | 100.0 | 38.7 | 43.0 | 13.2 | 5.2  | 26.9 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 1   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 361 | 100.0 | 38.7 | 43.0 | 13.2 | 5.2  | 26.9 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 280 | 100.0 | 44.1 | 42.6 | 10.4 | 3.0  | 20.4 | Yes | Yes |
| Full-pay meals   | 82  | 100.0 | 20.3 | 44.3 | 22.8 | 12.7 | 49.4 |     |     |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 361   | 99.5            | 62.4                 | 25.1           | 7.2                 | 5.2               | 12.4                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 187   | 100.0           | 61.7                 | 26.1           | 8.3                 | 3.9               | 12.2                                 |
| Female                         | 174   | 98.9            | 63.3                 | 24.1           | 6.0                 | 6.6               | 12.7                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 108   | 99.1            | 40.0                 | 36.2           | 12.4                | 11.4              | 23.8                                 |
| African American               | 246   | 99.2            | 73.2                 | 20.4           | 4.7                 | 1.7               | 6.4                                  |
| Asian/Pacific Islander         | 2   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Hispanic                       | 5   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 288   | 99.7            | 58.5                 | 26.0           | 9.0                 | 6.5               | 15.5                                 |
| Disabled                       | 73  | 98.6            | 78.3                 | 21.7           | 0.0                 | 0.0               | 0.0                                  |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 361   | 99.5            | 62.4                 | 25.1           | 7.2                 | 5.2               | 12.4                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 1   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Limited English Proficient | 360   | 99.4            | 62.4                 | 25.1           | 7.2                 | 5.2               | 12.4                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 279   | 99.3            | 70.4                 | 20.2           | 5.6                 | 3.7               | 9.4                                  |
| Full-pay meals                 | 82  | 100.0           | 35.4                 | 41.8           | 12.7                | 10.1              | 22.8                                 |

|                                |     |       |      |      |     |     |      |
|--------------------------------|-----|-------|------|------|-----|-----|------|
| <b>Social Studies</b>          |     |       |      |      |     |     |      |
| All Students                   | 361 | 99.7  | 58.8 | 32.0 | 5.8 | 3.5 | 9.2  |
| <b>Gender</b>                  |     |       |      |      |     |     |      |
| Male                           | 187 | 100.0 | 56.7 | 31.7 | 7.2 | 4.4 | 11.7 |
| Female                         | 174 | 99.4  | 61.1 | 32.3 | 4.2 | 2.4 | 6.6  |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |     |     |      |
| White                          | 108 | 100.0 | 39.0 | 46.7 | 8.6 | 5.7 | 14.3 |
| African American               | 246 | 99.6  | 68.2 | 26.3 | 3.8 | 1.7 | 5.5  |
| Asian/Pacific Islander         | 2   | 100.0 | I/S  | I/S  | I/S | I/S | I/S  |
| Hispanic                       | 5   | 100.0 | I/S  | I/S  | I/S | I/S | I/S  |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A | N/A | N/A  |
| <b>Disability Status</b>       |     |       |      |      |     |     |      |
| Not Disabled                   | 288 | 100.0 | 54.0 | 34.5 | 7.2 | 4.3 | 11.5 |
| Disabled                       | 73  | 98.6  | 78.3 | 21.7 | 0.0 | 0.0 | 0.0  |
| <b>Migrant Status</b>          |     |       |      |      |     |     |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A | N/A | N/A  |
| Non-Migrant                    | 361 | 99.7  | 58.8 | 32.0 | 5.8 | 3.5 | 9.2  |
| <b>English Proficiency</b>     |     |       |      |      |     |     |      |
| Limited English Proficient     | 1   | 100.0 | I/S  | I/S  | I/S | I/S | I/S  |
| Non-Limited English Proficient | 360 | 99.7  | 58.8 | 32.0 | 5.8 | 3.5 | 9.2  |
| <b>Socio-Economic Status</b>   |     |       |      |      |     |     |      |
| Subsidized meals               | 279 | 99.6  | 64.9 | 28.0 | 5.2 | 1.9 | 7.1  |
| Full-pay meals                 | 82  | 100.0 | 38.0 | 45.6 | 7.6 | 8.9 | 16.5 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 105  | 100.0    | 44.6          | 35.6    | 16.8         | 3.0        | 19.8                         |
|                              | 5     | 134  | 100.0    | 56.1          | 37.9    | 5.3          | 0.8        | 6.1                          |
|                              | 6     | 149  | 100.0    | 57.2          | 27.6    | 12.4         | 2.8        | 15.2                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 115  | 100.0    | 31.5          | 44.4    | 24.1         | 0.0        | 24.1                         |
|                              | 5     | 107  | 100.0    | 43.5          | 40.7    | 14.8         | 0.9        | 15.7                         |
|                              | 6     | 140  | 98.6     | 61.5          | 27.7    | 7.7          | 3.1        | 10.8                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 105  | 100.0    | 40.6          | 41.6    | 10.9         | 6.9        | 17.8                         |
|                              | 5     | 134  | 100.0    | 49.2          | 38.6    | 8.3          | 3.8        | 12.1                         |
|                              | 6     | 149  | 100.0    | 34.5          | 34.5    | 21.4         | 9.7        | 31.0                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 115  | 100.0    | 32.4          | 44.4    | 18.5         | 4.6        | 23.1                         |
|                              | 5     | 107  | 100.0    | 48.1          | 36.1    | 9.3          | 6.5        | 15.7                         |
|                              | 6     | 140  | 100.0    | 36.6          | 46.6    | 12.2         | 4.6        | 16.8                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| 2005                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 114  | 100.0    | 59.8          | 29.9    | 7.5          | 2.8        | 10.3                         |
|                              | 5     | 107  | 99.1     | 68.2          | 18.7    | 7.5          | 5.6        | 13.1                         |
|                              | 6     | 140  | 99.3     | 60.8          | 25.4    | 6.9          | 6.9        | 13.8                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| 2005                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 114  | 100.0    | 49.5          | 38.3    | 8.4          | 3.7        | 12.1                         |
|                              | 5     | 107  | 100.0    | 62.0          | 27.8    | 5.6          | 4.6        | 10.2                         |
|                              | 6     | 140  | 99.3     | 63.8          | 30.0    | 3.8          | 2.3        | 6.2                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b>      | <b>Change from Last Year</b> | <b>Elementary Schools with Students Like Ours</b> | <b>Median Elementary School</b> |
|---|------------------------|------------------------------|---|---------------------------------|
| <b>Students (n= 359)</b>  |                        |                              |   |                                 |
| First graders who attended full-day kindergarten                                | N/R                    | N/A                          | 100.0%  | 100.0%                          |
| Retention rate  | 0.0%                   | Down from 0.8%               | 3.5%  | 3.0%                            |
| Attendance rate   | 97.0%                  | Down from 97.3%              | 96.1%   | 96.3%                           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 4.2%                   | Up from 2.6%                 | 4.0%  | 3.7%                            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 5.5%                   | Up from 2.6%                 | 3.5%  | 3.2%                            |
| Eligible for gifted and talented  | 8.4%                   | Up from 8.1%                 | 8.4%  | 12.0%                           |
| On academic plans   | N/AV                   | N/AV                         | N/A   | N/AV                            |
| On academic probation   | N/AV                   | N/AV                         | N/A   | N/AV                            |
| With disabilities other than speech   | 18.4%                  | Up from 15.6%                | 8.5%  | 8.2%                            |
| Older than usual for grade  | 1.1%                   | Down from 1.5%               | 1.2%  | 0.9%                            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%                   | No change                    | 0.0%  | 0.0%                            |
| <b>Teachers (n= 21)</b>   |                        |                              |   |                                 |
| Teachers with advanced degrees  | 28.6%                  | Up from 25.8%                | 48.6%   | 52.6%                           |
| Continuing contract teachers  | 57.1%                  | Down from 64.5%              | 83.3%   | 83.3%                           |
| Highly qualified teachers   | 100.0%                 | Up from 95.8%                | 93.9%   | 93.5%                           |
| Teachers with emergency or provisional certificates                             | 7.7%                   | Down from 8.7%               | 0.0%  | 0.0%                            |
| Teachers returning from previous year   | 68.6%                  | Down from 79.5%              | 86.0%   | 87.0%                           |
| Teacher attendance rate   | 94.6%                  | No change                    | 94.9%   | 95.0%                           |
| Average teacher salary  | \$37,672               | Up 4.2%                      | \$41,089  | \$41,703                        |
| Prof. development days/teacher  | 8.3 days               | Down from 14.2 days          | 13.1 days   | 12.8 days                       |
| <b>School</b>   |                        |                              |   |                                 |
| Principal's years at school   | 2.0                    | Up from 1.0                  | 4.0   | 4.0                             |
| Student-teacher ratio in core subjects  | 10.6 to 1              | Down from 14.2 to 1          | 18.1 to 1   | 18.8 to 1                       |
| Prime instructional time  | 89.9%                  | Down from 90.3%              | 89.7%   | 89.8%                           |
| Dollars spent per pupil*  | \$5,879                | Up 20.4%                     | \$6,564   | \$6,242                         |
| Percent of expenditures for teacher salaries*                                   | 55.0%                  | Down from 58.1%              | 64.7%   | 65.8%                           |
| Opportunities in the arts   | Good                   | No change                    | Good  | Good                            |
| Parents attending conferences   | 99.2%                  | Up from 98.6%                | 99.0%   | 99.0%                           |
| SACS accreditation  | Yes                    | No change                    | Yes   | Yes                             |
| Character development program   | Good                   | Up from Below Average        | Good  | Good                            |
| * Prior year audited financial data are reported.                               |                        |                              |   |                                 |
|   | <b>Our District</b>    |                              | <b>State</b>                                      |                                 |
| Highly qualified teachers in low poverty schools                                | 97.8%                  |                              | 89.4%   |                                 |
| Highly qualified teachers in high poverty schools                               | 95.8%                  |                              | 90.1%   |                                 |
|   | <b>State Objective</b> |                              | <b>Met State Objective</b>                        |                                 |
| Highly qualified teachers in this school  | 65.0%                  |                              | Yes   |                                 |
| Student attendance in this school   | 95.3%                  |                              | Yes   |                                 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our mission at West Hartsville Elementary School is to provide a safe and stimulating environment, which encourages self-esteem, creativity and enthusiasm for success. The school motto, "Sailing for Success" set the tone for continuous diverse opportunities for students to grow and mature academically, socially and aesthetically. Students participated in a medical fund raiser for the Darlington County Free medical clinic, where they donated over 500 bandages, tissue and medical goods. At Thanksgiving our students and staff participated in a canned goods drive for needy families. Students also participated in programs to develop their leadership skills such as the following: student council, Before- and After-school Tutoring, Mentor Program, Beta Club and the Award Book Club. The Milken Foundation video taped a series of interviews with students and staff for the Teacher Achievement Program to be used across the nation in teacher training. Author Mike Finkley came to talk to our students on how to author a book.

Professional development was an essential component to West Hartsville teachers this year. Every teacher received training twice a week on research-based strategies in the areas of thinking, reading comprehension and writing. Student work was analyzed as a basis for developing lesson plans to improve the above mentioned English language arts areas.

Staff members also had a reason to celebrate during the school year. Sandra Burrows was selected as our schools outstanding first-year teacher with Angela Lane selected as teacher of the year. Bonnie Saleeby, Parent Coordinator, won a merit award for her monthly newsletter and Angela Jacobs, Administrative Assistant ,won a "Making a Difference Award."

Our PTO is a wonderful group, and they are very supportive of our school. The parents have completed several projects this year for us: a new school sign, playground benches and swings, new balls and jump ropes as well as providing assistance with our two book fairs.

As a Title One school our staff works hard to improve the academic performance of each student. In order to continue making the essential academic gains with students we will continue to provide high quality teacher training.

Pat Barker, Chairman of School Improvement Council  
Kay Howell, EdD, Principal of West Hartsville Elementary

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 23       | 122       | 67       |
| Percent satisfied with learning environment            | 65.2%    | 79.0%     | 84.4%    |
| Percent satisfied with social and physical environment | 56.5%    | 81.7%     | 75.4%    |
| Percent satisfied with school-home relations           | 26.1%    | 87.5%     | 72.7%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.